DOCUMENT RESUME

ED 062 977 JC 720 134

AUTHOR	Breuder, Robert L.
TITLE	A Statewide Study: Identified Problems of International Students Enrolled in Public Community/Junior Colleges in Florida.
INSTITUTION	Florida State Univ., Tallahassee. Dept. of Higher Education.
SPONS AGENCY	Center for State and Regional Leadership, Florida.
PUB DATE	May 72
NOTE	73p.
EDRS PRICE	MF-$0.65 HC-$3.29
DESCRIPTORS	*Comparative Analysis; *Foreign Students; *Junior Colleges; *Student Personnel Services; *Student Problems
IDENTIFIERS	*Florida

ABSTRACT

Problems of international students enrolled in public junior colleges in Florida and Florida State University were identified by the Michigan International Student Problem Inventory (which presents 11 problem areas of student personnel services, such as admissions, counseling, health services, and student activities) and the results were compared. Three subgroups in the university and colleges (male/female, on campus less than 12 months/on campus 12 months or longer, and English first preference/English not first preference) and two types of junior colleges (rural/urban, enrollment of fewer than 50 international students/50 or more) were compared. Findings concerning international students at junior colleges included: (1) most problems are perceived in the areas of financial aid, English language, placement, and admissions; (2) the problems perceived by male students were not significantly different from those perceived by female students; and (3) the problems perceived by students on campus less than 12 months were not significantly different from those perceived by students on campus 12 months or longer. It was also found that the problems perceived by international students in the junior colleges were not significantly different from those perceived by undergraduate international students enrolled at Florida State University. Other findings, as well as recommendations for meeting the needs of international students, are also presented. (RN)

ED 062977

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
OFFICE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

A STATEWIDE STUDY:

IDENTIFIED PROBLEMS OF INTERNATIONAL STUDENTS ENROLLED IN PUBLIC COMMUNITY/ JUNIOR COLLEGES IN FLORIDA

By

DR. ROBERT L. BREUDER

Department of Higher Education
The Florida State University
Tallahassee, Florida 32306

May, 1972

A publication of the Center for State and Regional Leadership
(Florida State University/University of Florida)
with the assistance of a grant from the
W. K. Kellogg Foundation

JC 720 134

UNIVERSITY OF CALIF.
LOS ANGELES

JUN 27 1972

CLEARINGHOUSE FOR
JUNIOR COLLEGE
INFORMATION

FOREWORD

While international students have been a part of American higher education for several centuries, the dramatic rise in the numbers of international students studying in institutions of higher learning has taken place during the past fifteen years. Approximately 140,000 international students are enrolled at 1700 or more institutions at the present time. Since 1960, there has been an accompanying increase in research related to problems of international students engaged in academic studies, particularly at the university level.

Unfortunately, similar research at the community/junior college level has not been significant in spite of the fact many international students are now studying in these institutions. Testimony of the growing interest in international education by these two-year colleges is the establishment of an Office for International Education within the American Association of Community and Junior Colleges made possible by a grant by the W. K. Kellogg Foundation. Therefore, it is time to examine this important development and its implications for those serving in community/junior colleges.

This publication reports the major findings of a state-wide study concerned with identifying the problems perceived by international students enrolled in public community/junior colleges in Florida completed by Dr. Robert L. Breuder as part of his dissertation research. It not

only focuses upon perceived problems of these students at the two-year institutions but also compares them with those of international students attending the Florida State University.

While the study was limited to Florida institutions, the results should prove helpful to administrators and faculty of community/junior colleges as well as state agency officials in other states throughout the country. The Center for State and Regional Leadership (operated jointly by the Florida State University and the University of Florida) has published this report as part of the program supported by a grant from the W. K. Kellogg Foundation. Those interested in more detailed information concerning Dr. Breuder's research may request excerpts from his dissertation by writing to the Center.

Louis W. Bender
Professor of Higher Education

TABLE OF CONTENTS

	Page
FORWARD	ii
LIST OF TABLES	vi
Part	
I. OVERVIEW OF THE STUDY	1
Introduction to the Problem	
Purpose of the Study	
Conceptual Framework	
Description of the Problem with Which the Research Was Concerned	
Basic Assumptions	
Delimitation of Study	
Definition of Terms	
Research Questions	
Population	
The Instrument	
Data Collection	
Florida Public Junior Colleges	
Florida State University	
II. RESEARCH FINDINGS	13
Comparison of Research Findings Between Florida Public Junior Colleges and Florida State University	
Comparison of Sub-group Research Findings Between Florida Public Junior Colleges and Florida State University	
Male v. Female	
On Campus Less than 12 Months v. 12 Months or Longer	
English First Preference v. English Not First Preference	
Comparison of Research Findings Between Florida Public Junior Colleges Located in a Rural Environment and an Urban Environment	
Comparison of Research Findings Between Florida Public Junior Colleges with an International Student Enrollment of Fewer than 50 and 50 or More	

Part		Page
III.	SUMMARY OF FINDINGS	56
IV.	RECOMMENDATIONS	60
V.	IMPLICATIONS FOR FURTHER RESEARCH	62
Appendix		
A.	NUMBER OF PROBLEM INVENTORIES SENT TO AND RETURNED FROM FLORIDA PUBLIC JUNIOR COLLEGES	63
B.	COUNTRIES REPRESENTED BY UNDERGRADUATE INTERNATIONAL STUDENTS ENROLLED IN FLORIDA STATE UNIVERSITY AND FLORIDA PUBLIC JUNIOR COLLEGES	64

LIST OF TABLES

Table		Page
1.	Average Percentage of Undergraduate International Students Reporting Problems in the Eleven Sub-Scales: Florida State University v. Florida Public Junior Colleges	14
2.	Total Percentages of Undergraduate International Students Reporting a Problem in the Eleven Sub-Scales: Florida State University v. Florida Public Junior Colleges	17
3.	Average Percentage of Undergraduate International Students Reporting Problems in the Eleven Sub-Scales at Florida State University and Florida Public Junior Colleges: Male v. Female	21
4.	Total Percentages of Undergraduate International Students Reporting a Problem in the Eleven Sub-Scales at Florida State University and Florida Public Junior Colleges: Male v. Female	23
5.	Total Percentages of Undergraduate International Students Reporting a Problem in the Eleven Sub-Scales at Florida State University and Florida Public Junior Colleges: Male v. Male, Female v. Female	26
6.	Average Percentage of Undergraduate International Students Reporting Problems in the Eleven Sub-Scales at Florida State University and Florida Public Junior Colleges: On Campus Less than 12 Months v. 12 Months or Longer	29
7.	Total Percentages of Undergraduate International Students Reporting a Problem in the Eleven Sub-Scales at Florida State University and Florida Public Junior Colleges: On Campus Less than 12 Months v. 12 Months or Longer	31

Table

		Page
8.	Total Percentages of Undergraduate International Students Reporting a Problem in the Eleven Sub-Scales at Florida State University and Florida Public Junior Colleges: On Campus Less than 12 Months v. On Campus Less than 12 Months, On Campus 12 Months or Longer v. On Campus 12 Months or Longer	34
9.	Average Percentage of Undergraduate International Students Reporting Problems in the Eleven Sub-Scales at Florida State University and Florida Public Junior Colleges: English First Preference v. English Not First Preference	37
10.	Total Percentages of Undergraduate International Students Reporting a Problem in the Eleven Sub-Scales at Florida State University and Florida Public Junior Colleges: English First Preference v. English Not First Preference	40
11.	Total Percentages of Undergraduate International Students Reporting a Problem in the Eleven Sub-Scales at Florida State University and Florida Public Junior Colleges: English First Preference v. English First Preference, English Not First Preference v. English Not First Preference	43
12.	Average Percentage of Undergraduate International Students Reporting Problems in the Eleven Sub-Scales: Florida Public Junior Colleges Located in a Rural Environment v. an Urban Environment	46
13.	Total Percentages of Undergraduate International Students Reporting a Problem in the Eleven Sub-Scales: Florida Public Junior Colleges Located in a Rural Environment v. an Urban Environment	49
14.	Average Percentage of Undergraduate International Students Reporting Problems in the Eleven Sub-Scales: Florida Public Junior Colleges with an International Student Enrollment of Fewer than 50 v. 50 or More	51

Table Page

15. Total Percentages of Undergraduate International Students Reporting a Problem in the Eleven Sub-Scales: Florida Public Junior Colleges with an International Student Enrollment of Fewer than 50 v. 50 or More 54

PART I

OVERVIEW OF THE STUDY

Introduction to the Problem

International students have been a part of American higher education since its inception. Unfortunately, the unprecedented growth in numbers of international students since colonial times has often been accompanied by inadequate programs resulting in a failure to meet the needs of international students. These needs, when gone unnoticed and/or unattended, may develop into problems for the international student and thereby prevent him from benefiting from the educational experiences made available to him.

The increased growth of international students in American colleges and universities over the past two decades has been dramatic. In 1954-55, the first year for which the Institute of International Education published Open Doors in its present form, there were 34,000 international students. In 1969-70, there were nearly 135,000--101,000 more. There are educators who believe American higher education is on the threshold of a massive new thrust into the field of international education. This recent growth of international students in American higher education can be attributed, in part, to our federal government's increased realization that international education can contribute greatly to the

concept of national image construction and intercultural human understanding and our colleges and universities increased belief that a first-rate liberal education in the second half of the twentieth century should, without question, include an effective international component.

Junior Colleges, although having played only a small role in international education to date, are considered by some to be a sleeping giant in the field of international education. The junior college is uniquely suited to make significant contributions to the educational development of the international student.

Florida is currently one of the leading states in the international student movement. In 1969-70, Florida ranked fourth in states enrolling more than 1,000 international students. Fifty percent of the 6,939 international students in Florida that year were enrolled in public junior colleges.

With the expected growth in numbers of international students in universities, colleges, and junior colleges during the next several years, there exists the definite possibility that these institutions will be confronted with many more problems than ever before. Having recognized the importance of international students in American higher education and thereupon making a commitment to these people, neither our federal government nor our institutions of higher learning can afford to become delinquent in their responsibilities to these people.

A review of the literature indicates that no in-depth studies have been conducted on the problems perceived by international students

enrolled in junior colleges. Research reported in this area has only been recent, primarily during the decade of the 1960's, and is limited to the university or college, with emphasis on graduate students. If the problems perceived by international students enrolled in junior colleges are different from the problems perceived by their American counterpart, research evidence gathered at the college or university level finding this to be the case, and since one of the principal goals of educational institutions is to provide meaningful educational experiences for all its students, we have all the more justification for conducting research in this area. The providing of international students with meaningful educational experiences can be accomplished only after the problems they are experiencing have been alleviated or placed in a position where the international student can cope with the[m]. Only after identifying these problems can we expect to alleviate [or] deal with them.

Purpose of the Study

The purposes of this study were to: 1. identify problems perceived by international students enrolled in public junior colleges in Florida; 2. identify problems perceived by sub-groups of international students enrolled in public junior colleges in Florida; 3. compare problems perceived by international students enrolled in public junior colleges with undergraduate international students enrolled in a public university in Florida; and 3. compare problems perceived by sub-groups of international students enrolled in public junior colleges with

sub-groups of undergraduate international students enrolled in a public university in Florida.

Conceptual Framework

Description of the Problem with Which the Research Was Concerned

The investigator identified problems perceived by international students enrolled in public junior colleges in Florida. In addition, the investigator identified and compared problems perceived among sub-groups of international students. More specifically, the following sub-groups of international students were studied:

1. Sex: male - female
2. Time on Campus: less than 12 months - 12 months or longer
3. Language Preference: English first preference - English not first preference.

The investigator also determined if the number of international students enrolled in a junior college and the population of the city in which the junior college is located have any relationship to the kinds of problems perceived by international students.

For comparative purposes the investigator conducted a study of undergraduate international students' problems at Florida State University.

Basic Assumptions

1. This investigation assumed that all international students were sufficiently able to read and understand the statements in the problem inventory; and
2. This investigation assumed that all international students responded honestly to each of the statements in the problem inventory.

Delimitation of Study

This investigation was limited to the study of international students enrolled in public junior colleges in Florida and undergraduate international students enrolled in Florida State University.

Definition of Terms

International Student: A student who comes to this country for further education, but who is not an immigrant, a resident of the United States, or a citizen of the United States. In this study the term foreign student will have the same meaning as international student.

Junior College: A two-year post-secondary educational institution. Synonymous terms are community college, community/junior college, and comprehensive community college.

Problems: Any troubles, fears, concerns, worries, or frustrations which have been experienced by international

students while enrolled in a junior college or university in the United States.

Rural Environment: A city or town with a population of 100,000 or less.

Significant: Observations made by the investigator when a 10 percent difference exists between two compared groups. Not to be interpreted as being statistically significant.

Sub-groups: International students divided into categories for comparative purposes.

Urban Environment: A city or town with a population greater than 100,000.

Research Questions

1. What are the problems perceived by international students enrolled in public junior colleges in Florida?
2. Is there a significant difference in the problems perceived by sub-groups of international students enrolled in public junior colleges in Florida?
3. Are the problems perceived by international students enrolled in public junior colleges located in a rural environment significantly different from the problems perceived by international students enrolled in public junior colleges located in an urban environment?

4. Are the problems perceived by international students enrolled in public junior colleges having 50 or more international students significantly different from the problems perceived by international students in those public junior colleges enrolling fewer than 50 international students?
5. Are the problems perceived by international students enrolled in public junior colleges significantly different from the problems perceived by undergraduate international students enrolled in a public university in Florida?
6. Are the problems perceived by sub-groups of international students enrolled in public junior colleges significantly different from the problems perceived by sub-groups of undergraduate international students enrolled in a public university in Florida?

Population

The population in this study consisted of:

1. All full-time international students enrolled in public junior colleges in Florida, during the Fall quarter or semester, 1971, with the exception of Miami-Dade Junior College;[1] and

---

[1]At Miami-Dade Junior College 15 percent of the international students attending the North and South campus, 60 and 50 students respectively, and all 16 students from the Downtown campus were drawn.

2. All full-time undergraduate international students enrolled in Florida State University during the Fall quarter, 1971.

The Instrument

The Michigan International Student Problem Inventory (M.I.S.P.I.) was used to identify problems perceived by international students enrolled in public junior colleges in Florida and Florida State University.

The M.I.S.P. Inventory was selected because it is the problem checklist published for helping international students better communicate their problems to those who are in a position to assist them. According to Porter:

> 1. The M.I.S.P. Inventory can be used to help international students express their areas of concern according to recognized student personnel services;
>
> 2. There is evidence to conclude that the M.I.S.P. Inventory can be used to show differences which exist among sub-groups of international students regarding their problems; and
>
> 3. A majority of students who took the M.I.S.P. Inventory at Michigan State University in 1962, felt the instrument covered most of their areas of concern, and that the procedure was worthwhile.[1]

The M.I.S.P. Inventory is designed to present problem areas which confront international students according to recognized areas of student personnel services. Twelve statements are given for each of the eleven areas (totaling 132 items) which were selected to correspond to the

---

[1]John W. Porter, "The Development of an Inventory to Determine the Problems of Foreign Students" (unpublished doctoral dissertation, Michigan State University, 1962), p. 4.

following eleven student personnel services:

1. Admissions and Selection
2. Orientation Services
3. Academic Advising and Records
4. Counseling and Guidance
5. Room and Board
6. Health Services
7. Religious Services
8. Remedial Reading Programs
9. Student Activities
10. Financial Aid
11. Placement Services.

The M.I.S.P. Inventory, as designed by Porter, uses a checklist approach to record international students' responses to each statement in the problem inventory. The investigator replaced the present checklist with a Likert type scale. The addition of a Likert type scale permitted the investigator to ascertain the magnitude of international students' perceived problems.

Data Collection

Florida Public Junior Colleges

On September 20, 1971 a letter was sent to the president of each public junior college in Florida informing him of the existence and intent of this study and asking him for his assistance.

In this letter, the investigator asked the president to identify a professional person at his institution who would be willing to administer the problem inventory to all international students and to indicate the number of full-time international students currently enrolled.

A cover letter from Dr. Marshall Hamilton, Director, Division of Community College Affairs and former president of North Florida Junior College, accompanied the investigator's letter to each junior college president.

On November 15, 1971 the M.I.S.P. Inventory materials, along with a cover letter prepared by the investigator, were forwarded to the individual designated by each junior college president to administer the problem inventory. Included in this letter, among other things, was an explanation of the study, directions that might be needed in helping to administer the problem inventory, approximate time of return of the completed problem inventory materials, and expressions of appreciation for their assistance.[1]

Enclosed within each inventory booklet was a letter to the international student explaining the purpose of the M.I.S.P. Inventory and expressing appreciation for his participation in this study.

As the "contact person" at each junior college returned the completed problem inventory materials, the investigator sent a letter expressing his appreciation for their assistance and asking them to use

---

[1]Since only a sample of international students would be drawn from the total population at Miami-Dade Junior College, the letter sent to the investigator's "contact person" was modified to account for this difference.

the enclosed addressed postal card to confirm the total full-time international student enrollment at their institution during the Fall quarter or semester, 1971.

On February 11, 1972 the investigator telephoned the "contact person" at those junior colleges who had not returned the completed inventory materials. The purpose of the telephone calls was to expedite the return of the completed materials.

Florida State University

On November 15, 1971 a letter was sent to those full-time undergraduate international students previously identified (through a computer printout from the office of the university registrar), asking them to participate in this study. The significance of this study was explained as well as the importance of their assistance and cooperation.

The letter identified the place (building and room) where the problem inventory would be administered as well as a choice of dates and times.

A cover letter from Mrs. Aila Mc Ewen, International Student Advisor at Florida State University, accompanied the letter prepared by the investigator.

As a result of the poor response to the investigator's letter of November 15th, the investigator attended the universities Winter quarter pre-registration in December, visited local residences of many international students, and placed copies of the problem inventory in the International Student Affairs Office.

On January 6, 1972 the investigator sent a letter to those international students who had not yet completed the problem inventory asking them to complete the enclosed problem inventory and return it by January 17th.

Treatment of Data

The answer sheet designed by the investigator to record international students' responses to the statements appearing within the Michigan International Student Problem Inventory was scored on the IBM 1230 Optical Scanner.

Percentages were calculated by the CDC 6400 computer of the Florida State University Computer Center using the program Frequency Count written by the Office of Evaluation Services.

This study employed percentages to identify and compare problems perceived by international students enrolled in Florida public junior colleges and undergraduate international students enrolled in a public university in Florida. In addition, percentages were utilized to identify and compare problems perceived by: 1. international students enrolled in public junior colleges located in a rural environment as compared to an urban environment; 2. international students enrolled in public junior colleges having 50 or more international students with those public junior colleges enrolling fewer than 50 international students; and, 3. sub-groups of international students enrolled in Florida public junior colleges and undergraduate international students enrolled in a public university in Florida.

PART II

RESEARCH FINDINGS

Comparison of Research Findings Between Florida Public Junior Colleges and Florida State University

Four hundred and sixteen undergraduate international students participated in this study. Of the 110 undergraduate international students enrolled in Florida State University during the Fall quarter, 1971, 96 (87 percent) completed the M.I.S.P. Inventory. Ninety-three (85 percent) returns were considered usable by the investigator for the purposes of this study. Of the 657 M.I.S.P. Inventories sent to the 25 public junior colleges in Florida reporting an international student enrollment during the Fall term, 1971, 323 (49 percent) were completed and returned. (See Appendix A.)

The 416 international students participating in this study represented 70 foreign countries. The four countries with the largest international student representation were Columbia, Iran, Venezuela, and Canada, respectively. Approximately 30 percent (122) of the international students were from these four foreign countries. (See Appendix B.)

Table 1 contains the average percentage of undergraduate international students reporting problems in the eleven sub-scales: Florida

Table 1--AVERAGE PERCENTAGE OF UNDERGRADUATE INTERNATIONAL STUDENTS REPORTING PROBLEMS IN THE ELEVEN SUB-SCALES: FLORIDA STATE UNIVERSITY v. FLORIDA PUBLIC JUNIOR COLLEGES

Sub-Scale	Florida State University, N=93				
	No Problem	Minor Problem	Moderate Problem	Major Problem	Total*
Admissions and Selection	48.9	25.2	14.1	11.7	51.1
Orientation Services	57.5	24.6	11.2	6.5	42.3
Academic Advising & Rec.	46.8	26.5	14.0	11.5	52.0
Social-Personal	59.3	19.1	11.1	9.2	39.4
Living-Dining	55.4	19.1	13.6	11.7	44.4
Health Services	60.8	22.5	9.7	6.8	39.0
Religious Services	76.4	12.8	5.0	5.6	23.4
English Language	51.1	26.1	11.9	10.8	48.8
Student Activities	63.1	21.3	9.2	6.4	36.9
Financial Aid	45.0	21.7	15.4	17.8	54.9
Placement Services	56.7	20.0	12.0	11.0	43.0

*The total of minor, moderate, and major problem percentages.

Table 1--Continued.

Sub-Scale	Junior Colleges, N=323				
	No Problem	Minor Problem	Moderate Problem	Major Problem	Total*
Admissions and Selection	54.1	24.4	13.2	8.2	45.8
Orientation Services	63.3	21.9	9.1	5.6	36.6
Academic Advising & Rec.	57.4	24.5	11.4	6.7	42.6
Social-Personal	61.1	19.9	10.2	8.7	38.8
Living-Dining	62.4	17.6	11.1	8.9	37.6
Health Services	66.0	19.4	8.7	5.7	33.8
Religious Services	74.3	14.3	6.6	4.8	25.7
English Language	44.7	28.8	15.9	10.6	55.3
Student Activities	59.6	22.4	11.1	6.0	39.5
Financial Aid	38.3	23.3	17.4	20.9	61.6
Placement Services	52.0	20.5	12.5	15.0	48.0

*The total of minor, moderate, and major problem percentages.

State University v. Florida public junior colleges. This table reveals, for example, that 50 percent or more of the undergraduate international students enrolled in Florida State University reported problems in three of the eleven sub-scales (financial aid, academic advising and records, and admissions and selection, ranked from highest to lowest). Fifty percent or more of the international students enrolled in junior colleges reported problems in two of the eleven sub-scales (financial aid and English language, ranked from highest to lowest).

Table 2 contains the total percentages of undergraduate international students reporting a problem in the eleven sub-scales: Florida State University v. Florida public junior colleges. This table shows that a larger percentage of undergraduate international students enrolled in Florida State University reported a problem in six of the eleven sub-scales (academic advising and records, admissions and selection, living-dining, orientation services, social-personal, and health services, ranked from highest to lowest) while a larger percentage of international students enrolled in junior colleges reported a problem in five of the eleven sub-scales (financial aid, English language, placement services, student activities, and religious services, ranked from highest to lowest). In none of the eleven sub-scales was the difference in total percentages of undergraduate international students enrolled in Florida State University and junior colleges reporting a problem considered significant.*

The largest percentage of international students enrolled in junior colleges reported a problem in the sub-scale financial aid, with

---

*Remember that significant is defined as a ten percent difference between two compared groups.

Table 2--TOTAL PERCENTAGES OF UNDERGRADUATE INTERNATIONAL STUDENTS REPORTING A PROBLEM IN THE ELEVEN SUB-SCALES: FLORIDA STATE UNIVERSITY v. FLORIDA PUBLIC JUNIOR COLLEGES

Sub-Scale	Florida State University N=93	Junior Colleges N=323	Percent Difference*
Admissions and Selection	51.1	45.8	+5.3
Orientation Services	42.3	36.6	+5.7
Academic Advising & Rec.	52.0	42.6	+9.4
Social-Personal	39.4	38.8	+ .6
Living-Dining	44.4	37.6	+6.8
Health Services	39.0	33.8	+5.2
Religious Services	23.4	25.7	-2.3
English Language	48.8	55.3	-6.5
Student Activities	36.9	39.5	-2.6
Financial Aid	54.9	61.6	-6.7
Placement Services	43.0	48.0	-5.0

*Florida State University minus Junior Colleges

English language, placement services, admissions and selection, academic advising and records, student activities, social-personal, living-dining, orientation services, health services, and religious services following respectively. In comparison, the largest percentage of undergraduate international students enrolled in Florida State University reported a problem in the sub-scale financial aid, with academic advising and records, admissions and selection, English language, living-dining, placement services, orientation services, social-personal, health services, student activities, and religious services following respectively.

Of the 416 undergraduate international students who completed the problem inventory, 308 (74.0 percent) felt that the statements in the problem inventory which they marked as problems provided a fairly complete picture of the problem areas currently troubling them. Thirty-three (7.9 percent) undergraduate international students felt that the statements did not reflect all the problem areas currently troubling them and 75 (18.0 percent) expressed no opinion.

Of the 33 undergraduate international students who did not feel the problem inventory presented a fairly complete picture of the problem areas currently troubling them, a few took advantage of the opportunity to report other problems they were experiencing. Of those that did, the majority of their problems were focused in six areas: 1. inability to secure a financial loan without having a cosigner; 2. lack of transportation; 3. most Americans ignorance of the home government, culture,

and social customs of international students; 4. inability of many Americans to understand why all international students do not want to become American citizens or why they want to return home after being in the United States; 5. self-imposed feeling of American superiority; and 6. unwillingness of Americans to adopt foreign ways even when they are proven to be better.

For the most part, the problems perceived by undergraduate international students enrolled in Florida State University are different from the problems perceived by undergraduate international students enrolled in Michigan State University in 1962 as reported by Porter.

On the basis of the research findings presented here, it can be concluded that the problems perceived by international students enrolled in public junior colleges are not significantly different from the problems perceived by undergraduate international students enrolled in Florida State University.

Comparison of Sub-Group Research Findings Between Florida Public Junior Colleges and Florida State University

Three sub-groups: male - female, on campus less than 12 months - on campus 12 months or longer, and English first preference - English not first preference were identified and studied by the investigator.

Male v. Female

At Florida State University 76 (81.7 percent) male and 17 (18.2 percent) female undergraduate international students participated in this study. In the junior colleges, 249 (77.0 percent) male and 74 (22.9 percent) female international students participated in this study.

Table 3 contains the average percentage of undergraduate international students reporting problems in the eleven sub-scales at Florida State University and Florida public junior colleges: male v. female. This table reveals, for example, that 50 percent or more of the male undergraduate international students enrolled in Florida State University reported problems in four of the eleven sub-scales (financial aid, academic advising and records, admissions and selection, and English language, ranked from highest to lowest). In none of the eleven sub-scales did 50 percent or more of the female undergraduate international students enrolled in Florida State University report problems. Fifty percent or more of the male and female international students enrolled in junior colleges reported problems in two of the eleven sub-scales (English language and financial aid). A larger percentage of males reported financial aid to be a problem while a larger percentage of females reported English language to be a problem.

Table 4 contains the total percentages of undergraduate international students reporting a problem in the eleven sub-scales at Florida State University and Florida public junior colleges: male v. female.

Table 3--AVERAGE PERCENTAGE OF UNDERGRADUATE INTERNATIONAL STUDENTS REPORTING PROBLEMS IN THE ELEVEN SUB-SCALES AT FLORIDA STATE UNIVERSITY AND FLORIDA PUBLIC JUNIOR COLLEGES: MALE v. FEMALE

Sub-Scale**	Florida State University									
	Male, N=76					Female, N=17				
	No Problem	Minor	Moderate	Major	Total*	No Problem	Minor	Moderate	Major	Total*
1.	45.3	27.1	14.7	12.7	54.5	65.2	16.7	11.3	6.9	34.9
2.	54.7	25.8	12.4	6.9	45.1	70.1	19.6	5.9	4.4	29.9
3.	44.4	28.2	15.2	11.9	55.3	57.4	18.6	13.8	9.8	42.2
4.	57.6	20.5	11.8	10.4	42.5	66.2	16.6	9.3	7.9	33.8
5.	52.6	20.1	14.0	13.1	47.2	67.6	14.7	11.8	5.9	32.4
6.	59.9	22.8	10.0	7.1	39.9	65.2	21.1	8.3	5.4	34.8
7.	73.7	14.6	5.4	6.3	26.3	89.2	4.9	3.4	2.5	10.8
8.	48.9	26.8	12.8	11.4	51.0	60.8	23.0	8.3	7.9	39.2
9.	60.5	22.5	10.3	6.5	39.3	74.5	15.7	3.9	5.9	25.5
10.	43.4	23.4	15.2	18.0	56.6	52.0	14.6	16.7	16.7	48.0
11.	55.3	20.0	12.3	11.4	43.7	63.3	20.6	6.9	9.3	36.8

*The total of minor, moderate, and major problem percentages.

**In Tables 3 - 11, the following numbers have been assigned to the eleven sub-scales in the problem inventory: 1---admissions and selection, 2---orientation services, 3---academic advising and records, 4---social-personal, 5---living-dining, 6---health services, 7---religious services, 8---English language, 9---student activities, 10---financial aid, and 11---placement services.

Table 3--Continued.

Sub-Scale	Junior Colleges									
	Male, N=249					Female, N=74				
	No Problem	Minor	Moderate	Major	Total*	No Problem	Minor	Moderate	Major	Total*
1.	54.0	24.5	13.4	8.0	45.9	54.4	24.1	12.6	8.8	45.5
2.	62.2	22.3	9.7	5.7	37.7	67.0	20.7	7.2	5.1	33.0
3.	55.8	25.5	12.1	6.6	44.2	62.7	21.1	9.0	7.1	37.2
4.	60.8	19.8	10.1	9.2	39.1	62.3	20.5	10.4	6.8	37.7
5.	60.8	18.4	11.4	9.3	39.1	67.5	14.9	10.0	7.7	32.6
6.	66.2	19.6	9.1	5.1	33.8	65.5	19.0	7.8	7.6	34.4
7.	73.7	14.8	6.7	4.7	26.2	76.4	12.6	5.9	5.2	23.7
8.	46.4	28.9	15.3	9.3	53.5	38.9	28.3	17.9	15.0	61.2
9.	58.4	23.5	11.7	6.2	41.4	67.1	18.8	8.9	5.1	32.8
10.	36.9	23.9	18.2	20.9	63.0	43.1	21.0	14.9	21.0	56.9
11.	50.6	21.1	13.1	14.9	49.1	56.8	17.5	10.5	15.2	43.2

*The total of minor, moderate, and major problem percentages.

Table 4--TOTAL PERCENTAGES OF UNDERGRADUATE INTERNATIONAL STUDENTS REPORTING A PROBLEM IN THE ELEVEN SUB-SCALES AT FLORIDA STATE UNIVERSITY AND FLORIDA PUBLIC JUNIOR COLLEGES: MALE v. FEMALE

Sub-Scale	Florida State University			Junior Colleges		
	Male N=76	Female N=17	Percent Difference*	Male N=249	Female N=74	Percent Difference*
1.	54.5	34.9	+ 9.6	45.9	45.5	+ .4
2.	45.1	29.9	+15.2	37.7	33.0	+4.7
3.	55.3	42.2	+13.1	44.2	37.2	+7.0
4.	42.5	33.8	+ 8.7	39.1	37.7	+1.4
5.	47.2	32.4	+14.8	39.1	32.6	+6.5
6.	39.9	34.8	+ 5.1	33.8	34.4	- .6
7.	26.3	10.8	+15.5	26.2	23.7	+2.5
8.	51.0	39.2	+11.8	53.5	61.2	-7.7
9.	39.3	25.5	+13.8	41.4	32.8	+8.6
10.	56.6	48.0	+ 8.6	63.0	56.9	+6.1
11.	43.7	36.8	+ 6.9	49.1	43.2	+5.9

*Male minus Female

This table reveals that at Florida State University a larger percentage of male undergraduate international students reported a problem in each of the eleven sub-scales than female. In six of the eleven sub-scales the difference in total percentages of male and female undergraduate international students enrolled in Florida State University reporting a problem was considered significant.

The largest percentage of male undergraduate international students enrolled in Florida State University reported a problem in the sub-scale financial aid, with academic advising and records, admissions and selection, English language, living-dining, orientation services, placement services, social-personal, health services, student activities, and religious services following respectively. In comparison, the largest percentage of female undergraduate international students enrolled in Florida State University reported a problem in the sub-scale financial aid, with academic advising and records, English language, placement services, health services, social-personal, living-dining, orientation services, student activities, admissions and selection, and religious services following respectively.

In the junior colleges a larger percentage of male international students reported a problem in nine of the eleven sub-scales than female. In none of the eleven sub-scales, however, was the difference in total percentages of male and female international students reporting a problem considered significant.

The largest percentage of male international students enrolled in junior colleges reported a problem in the sub-scale financial aid,

with English language, placement services, admissions and selection, academic advising and records, student activities, living-dining, social-personal, orientation services, health services, and religious services following respectively. In comparison, the largest percentage of female international students enrolled in junior colleges reported a problem in the sub-scale English language, with financial aid, admissions and selection, placement services, social-personal, academic advising and records, orientation services, health services, student activities, living-dining, and religious services following respectively.

Table 5 contains the total percentages of undergraduate international students reporting a problem in the eleven sub-scales at Florida State University and Florida public junior colleges: male v. male, female v. female. This table reveals that a larger percentage of male undergraduate international students enrolled in Florida State University reported a problem in seven of the eleven sub-scales than male international students enrolled in junior colleges. In one of the eleven sub-scales the difference in total percentages of male undergraduate international students enrolled in Florida State University and junior colleges reporting a problem was considered significant.

A larger percentage of female international students enrolled in junior colleges reported a problem in nine of the eleven sub-scales than female undergraduate international students enrolled in Florida State University. In three of the eleven sub-scales the difference in total percentages of female undergraduate international students enrolled in Florida State University and junior colleges reporting a problem was

Table 5--TOTAL PERCENTAGES OF UNDERGRADUATE INTERNATIONAL STUDENTS REPORTING A PROBLEM IN THE ELEVEN SUB-SCALES AT FLORIDA STATE UNIVERSITY AND FLORIDA PUBLIC JUNIOR COLLEGES: MALE v. MALE, FEMALE v. FEMALE

Sub-Scale	Male, N=325			Female, N=91		
	Florida State University	Junior Colleges	Percent Difference*	Florida State University	Junior Colleges	Percent Difference*
1.	54.5	45.9	+8.6	34.9	45.5	-10.6
2.	45.1	37.7	+7.4	29.9	33.0	-3.1
3.	55.3	44.2	+11.1	42.2	37.2	+5.0
4.	42.5	39.1	+3.4	33.8	37.7	-3.9
5.	47.2	39.1	+8.1	32.4	32.6	- .2
6.	39.9	33.8	+6.1	34.8	34.4	+ .4
7.	26.3	26.2	+ .1	10.8	23.7	-12.9
8.	51.0	53.5	-2.5	39.2	61.2	-22.0
9.	39.3	41.4	-2.1	25.5	32.8	-7.3
10.	56.6	63.0	-3.4	48.0	56.9	-8.9
11.	43.7	49.1	-5.4	36.8	43.2	-6.4

*Florida State University minus Junior Colleges

considered significant.

On the basis of the research findings presented here, it can be concluded that: 1. in the junior colleges the problems perceived by male international students are not significantly different from the problems perceived by female international students; 2. except in the sub-scale academic advising and records, the problems perceived by male international students enrolled in junior colleges are not significantly different from the problems perceived by male undergraduate international students enrolled in Florida State University; and 3. except in the sub-scales English language, religious services, and admissions and selection, the problems perceived by female international students enrolled in junior colleges are not significantly different from the problems perceived by female undergraduate international students enrolled in Florida State University.

Whereas Porter concluded that female international students perceived more problems than male at Michigan State University in 1962, this investigation found the reverse to be true in both the junior colleges and Florida State University.

On Campus Less than 12 Months
v. 12 Months or Longer

At Florida State University 38 (40.8 percent) undergraduate international students reported being on campus less than 12 months and 55 (59.1 percent) reported being on campus 12 months or longer. In comparison, 183 (56.6 percent) international students enrolled in junior

colleges reported being on campus less than 12 months and 140 (43.3 percent) reported being on campus 12 months or longer.

Table 6 contains the average percentage of undergraduate international students reporting problems in the eleven sub-scales at Florida State University and Florida public junior colleges: on campus less than 12 months v. 12 months or longer. This table reveals, for example, that at Florida State University 50 percent or more of the undergraduate international students on campus less than 12 months reported problems in three of the eleven sub-scales (admissions and selection, financial aid, and academic advising and records, ranked from highest to lowest). Fifty percent or more of the undergraduate international students enrolled in Florida State University and on campus 12 months or longer reported problems in two of the eleven sub-scales (financial aid and academic advising and records, ranked from highest to lowest). In comparison, 50 percent or more of the international students enrolled in junior colleges and on campus less than 12 months also reported problems in two of the eleven sub-scales (financial aid and English language, ranked from highest to lowest). Fifty percent or more of the international students enrolled in junior colleges and on campus 12 months or longer reported problems in three of the eleven sub-scales (financial aid, English language, and placement services, ranked from highest to lowest).

Table 7 contains the total percentages of undergraduate international students reporting a problem in the eleven sub-scales at Florida

Table 6--AVERAGE PERCENTAGE OF UNDERGRADUATE INTERNATIONAL STUDENTS REPORTING PROBLEMS IN THE ELEVEN SUB-SCALES AT FLORIDA STATE UNIVERSITY AND FLORIDA PUBLIC JUNIOR COLLEGES: ON CAMPUS LESS THAN 12 MONTHS v. 12 MONTHS OR LONGER

Sub-Scale	Florida State University									
	Less than 12 Months, N=38					12 Months or Longer, N=55				
	No Problem	Minor	Moderate	Major	Total*	No Problem	Minor	Moderate	Major	Total*
1.	45.4	27.4	16.0	11.0	54.4	51.4	23.7	12.7	12.1	48.5
2.	57.7	27.6	11.0	3.5	42.1	57.4	22.6	11.4	8.5	42.5
3.	49.6	29.8	15.6	4.8	50.2	44.5	24.1	14.5	16.0	54.6
4.	64.7	17.8	10.7	6.4	34.9	55.6	21.2	11.8	11.2	44.2
5.	57.0	20.9	13.8	8.1	42.8	54.2	17.9	13.5	14.3	45.7
6.	65.8	22.8	9.0	2.2	34.0	57.4	22.3	10.2	10.0	42.5
7.	78.5	13.6	4.8	3.1	21.5	75.0	12.3	51.1	7.3	24.7
8.	50.4	31.4	12.5	5.5	49.4	51.5	22.4	11.5	14.4	48.3
9.	66.0	23.7	8.3	1.5	33.5	61.1	19.5	9.7	9.7	38.9
10.	49.6	21.9	18.7	9.7	50.3	41.8	21.7	13.2	23.3	58.2
11.	58.1	20.9	12.1	8.8	41.8	55.8	19.4	12.0	12.6	44.0

*The total of minor, moderate, and major problem percentages.

Table 6--Continued.

Sub-Scale	Junior Colleges									
	Less than 12 Months, N=183					12 Months or Longer, N=140				
	No Problem	Minor	Moderate	Major	Total*	No Problem	Minor	Moderate	Major	Total*
1.	54.1	24.0	13.0	8.6	45.6	54.0	24.9	13.4	7.8	46.1
2.	64.7	21.0	9.1	5.2	35.3	61.5	23.1	9.2	6.1	38.4
3.	58.9	24.5	10.4	6.1	41.0	55.3	24.3	12.7	7.5	44.5
4.	61.4	19.0	10.5	8.9	38.4	60.8	21.1	9.8	8.3	39.2
5.	62.3	18.0	11.2	8.5	37.7	62.4	17.1	11.0	9.5	37.6
6.	67.8	17.9	8.4	5.9	32.2	63.8	21.5	9.4	5.4	36.3
7.	76.2	13.2	6.2	4.4	23.8	71.8	15.8	7.0	5.4	28.2
8.	43.2	28.6	16.8	11.4	56.8	46.6	28.9	14.8	9.6	53.3
9.	61.5	21.0	11.2	6.2	38.4	59.0	24.4	10.9	5.7	41.0
10.	38.5	24.0	16.3	21.2	61.5	38.2	22.3	19.0	20.5	61.8
11.	54.2	19.2	12.1	14.4	45.7	49.2	22.2	13.0	15.7	50.9

*The total of minor, moderate, and major problem percentages.

Table 7--TOTAL PERCENTAGES OF UNDERGRADUATE INTERNATIONAL STUDENTS REPORTING A PROBLEM IN THE ELEVEN SUB-SCALES AT FLORIDA STATE UNIVERSITY AND FLORIDA PUBLIC JUNIOR COLLEGES: ON CAMPUS LESS THAN 12 MONTHS v. 12 MONTHS OR LONGER

Sub-Scale	Florida State University			Junior Colleges		
	Less than 12 Months N=38	12 Months or Longer N=55	Percent Difference*	Less than 12 Months N=183	12 Months or Longer N=140	Percent Difference*
1.	54.4	48.5	+5.9	45.6	46.1	- .5
2.	42.1	42.5	- .4	35.3	38.4	-3.1
3.	50.2	54.6	-4.4	41.0	44.5	-3.5
4.	34.9	44.2	-9.3	38.4	39.2	- .8
5.	42.8	45.7	-2.9	37.7	37.6	+ .1
6.	34.0	42.5	-8.5	32.2	36.3	-4.1
7.	21.5	24.7	-3.2	23.8	28.2	-4.4
8.	49.4	48.3	+1.1	56.8	53.3	+3.5
9.	33.5	38.9	-5.4	38.4	41.0	-2.6
10.	50.3	58.2	+7.9	61.5	61.8	- .3
11.	41.8	44.0	-2.2	45.7	50.9	-5.2

*Less than 12 Months minus 12 Months or Longer

State University and Florida public junior colleges: on campus less than 12 months v. 12 months or longer. This table reveals that at Florida State University a larger percentage of undergraduate international students on campus 12 months or longer reported a problem in nine of the eleven sub-scales than undergraduate international students on campus less than 12 months. In none of the eleven sub-scales, however, was the difference in total percentages of undergraduate international students enrolled in Florida State University and on campus less than 12 months or 12 months or longer reporting a problem considered significant.

The largest percentage of undergraduate international students enrolled in Florida State University and on campus less than 12 months reported a problem in the sub-scale admissions and selection, with financial aid, academic advising and records, English language, living-dining, orientation services, placement services, social-personal, health services, student activities, and religious services following respectively. In comparison, the largest percentage of undergraduate international students enrolled in Florida State University and on campus 12 months or longer reported a problem in the sub-scale financial aid, with academic advising and records, admissions and selection, English language, living-dining, social-personal, placement services, orientation services, health services, student activities, and religious services following respectively.

In the junior colleges a larger percentage of international students on campus 12 months or longer reported a problem in nine of the

eleven sub-scales than international students on campus less than 12 months. In none of the eleven sub-scales, however, was the difference in total percentages of international students enrolled in junior colleges and on campus less than 12 months or 12 months or longer reporting a problem considered significant.

The largest percentage of international students enrolled in junior colleges and on campus less than 12 months reported a problem in the sub-scale financial aid, with English language, placement services, admissions and selection, academic advising and records, student activities, social-personal, living-dining, orientation services, health services, and religious services following respectively. In comparison, the largest percentage of international students enrolled in junior colleges and on campus 12 months or longer reported a problem in the sub-scale financial aid, with English language, placement services, admissions and selection, academic advising and records, student activities, social-personal, orientation services, living-dining, health services, and religious services following respectively.

Table 8 contains the total percentages of undergraduate international students reporting a problem in the eleven sub-scales at Florida State University and Florida public junior colleges: on campus less than 12 months v. on campus less than 12 months, on campus 12 months or longer v. on campus 12 months or longer. This table reveals that a larger percentage of international students enrolled in junior colleges and on campus less than 12 months reported a problem in six of the eleven

Table 8--TOTAL PERCENTAGES OF UNDERGRADUATE INTERNATIONAL STUDENTS REPORTING A PROBLEM IN THE ELEVEN SUB-SCALES AT FLORIDA STATE UNIVERSITY AND FLORIDA PUBLIC JUNIOR COLLEGES: ON CAMPUS LESS THAN 12 MONTHS v. ON CAMPUS LESS THAN 12 MONTHS, ON CAMPUS 12 MONTHS OR LONGER v. ON CAMPUS 12 MONTHS OR LONGER

Sub-Scale	Less than 12 Months, N=221			12 Months or Longer, N=195		
	Florida State University	Junior Colleges	Percent Difference*	Florida State University	Junior Colleges	Percent Difference*
1.	54.4	45.6	-8.8	48.5	46.1	+2.4
2.	42.1	35.3	+6.8	42.5	38.4	+4.1
3.	50.2	41.0	+9.2	54.6	44.5	+10.1
4.	34.9	38.4	-3.5	44.2	39.2	+5.0
5.	42.8	37.7	+5.1	45.7	37.6	+8.1
6.	34.0	32.2	+1.8	42.5	36.3	+6.2
7.	21.5	23.8	-2.3	24.7	28.2	-3.5
8.	49.4	56.8	-7.4	48.3	53.3	-5.0
9.	33.5	38.4	-4.9	38.9	41.0	-2.1
10.	50.3	61.5	-11.2	58.2	61.8	-3.6
11.	41.8	45.7	-3.9	44.0	50.9	-6.9

*Florida State University minus Junior Colleges

sub-scales than undergraduate international students enrolled in Florida State University and on campus less than 12 months. In one of the eleven sub-scales the difference in total percentages of undergraduate international students enrolled in Florida State University and junior colleges and on campus less than 12 months reporting a problem was considered significant.

A larger percentage of undergraduate international students enrolled in Florida State University and on campus 12 months or longer reported a problem in six of the eleven sub-scales than international students enrolled in junior colleges and on campus 12 months or longer. In one of the eleven sub-scales the difference in total percentages of undergraduate international students enrolled in Florida State University and junior colleges and on campus 12 months or longer reporting a problem was considered significant.

On the basis of the research findings presented here, it can be concluded that: 1. in the junior colleges the problems perceived by international students on campus less than 12 months are not significantly different from the problems perceived by international students on campus 12 months or longer; 2. except in the sub-scale financial aid, the problems perceived by international students enrolled in junior colleges and on campus less than 12 months are not significantly different from the problems perceived by undergraduate international students enrolled in Florida State University and on campus less than 12 months; and 3. except in the sub-scale academic advising and records, the

problems perceived by international students enrolled in junior colleges and on campus 12 months or longer are not significantly different from the problems perceived by undergraduate international students enrolled in Florida State University and on campus 12 months or longer.

Research findings presented here appear to confirm Porter's findings at Michigan State University in 1962 in that international students on campus 13 months or longer perceived more problems than international students on campus one year or less.

English First Preference v.
English Not First Preference

At Florida State University 18 (19.3 percent) undergraduate international students reported speaking English as a language of first preference and 75 (80.6 percent) reported speaking a language other than English as first preference. In comparison, 44 (13.6 percent) international students enrolled in junior colleges reported speaking English as a language of first preference and 278 (86.3 percent) reported speaking a language other than English as first preference.

Table 9 contains the average percentage of undergraduate international students reporting problems in the eleven sub-scales at Florida State University and Florida public junior colleges: English first preference v. English not first preference. This table reveals, for example, that 50 percent or more of the undergraduate international students enrolled in Florida State University who speak English as a language of first preference did not report problems in any of the eleven sub-scales.

Table 9--AVERAGE PERCENTAGE OF UNDERGRADUATE INTERNATIONAL STUDENTS REPORTING PROBLEMS IN THE ELEVEN SUB-SCALES AT FLORIDA STATE UNIVERSITY AND FLORIDA PUBLIC JUNIOR COLLEGES: ENGLISH FIRST PREFERENCE v. ENGLISH NOT FIRST PREFERENCE

Sub-Scale	Florida State University									
	English First Preference, N=18					English Not First Preference, N=75				
	No Problem	Minor	Moderate	Major	Total*	No Problem	Minor	Moderate	Major	Total*
1.	56.9	18.5	11.1	8.8	38.4	46.0	26.8	14.8	12.3	53.9
2.	75.5	16.6	3.7	4.2	24.5	53.2	26.6	13.0	7.0	46.6
3.	67.1	17.1	7.9	7.0	32.0	41.6	29.4	16.7	12.5	58.6
4.	80.0	11.6	5.6	2.8	20.0	54.3	21.8	12.8	10.9	45.5
5.	76.9	11.1	7.4	4.2	22.7	50.2	21.0	15.1	13.6	49.7
6.	79.2	12.5	6.5	1.9	20.9	56.2	24.7	10.5	8.8	44.0
7.	94.0	4.6	.9	.5	6.0	72.2	14.7	6.0	6.8	27.5
8.	87.5	10.7	.0	1.4	12.1	42.3	29.8	14.8	13.0	57.6
9.	82.9	8.8	3.7	4.2	16.2	58.3	24.2	10.4	6.9	41.5
10.	66.7	9.7	10.7	13.0	33.4	39.8	24.7	16.6	18.9	60.2
11.	74.5	12.5	6.0	7.0	25.5	52.5	21.8	13.4	12.0	47.2

*The total of minor, moderate, and major problem percentages.

Table 9--Continued.

Sub-Scale	Junior Colleges									
	English First Preference, N=44					English Not First Preference, N=278				
	No Problem	Minor	Moderate	Major	Total*	No Problem	Minor	Moderate	Major	Total*
1.	57.0	23.7	12.1	7.0	42.8	53.6	24.6	13.3	8.4	46.3
2.	67.2	20.1	8.1	4.4	32.6	62.8	22.3	9.3	5.7	37.3
3.	62.3	24.0	8.5	4.5	37.0	56.4	24.6	11.9	7.1	43.6
4.	72.2	15.4	5.1	7.2	27.7	59.4	20.7	11.0	8.9	40.6
5.	66.6	15.1	11.6	6.6	33.3	61.8	18.0	11.0	9.2	38.2
6.	70.3	17.6	8.7	3.4	29.7	65.4	19.7	8.8	6.0	34.5
7.	81.6	11.9	4.7	1.7	18.3	73.1	14.8	6.9	5.3	27.0
8.	73.7	15.4	6.1	4.9	26.4	40.1	31.0	17.4	11.6	60.0
9.	68.0	19.1	8.3	4.4	31.8	59.3	23.1	11.4	6.1	40.6
10.	40.0	25.8	15.9	18.4	60.1	38.2	22.9	17.6	21.3	61.8
11.	50.8	20.5	15.0	13.8	49.3	52.3	20.5	12.1	15.1	47.7

*The total of minor, moderate, and major problem percentages.

Fifty percent or more of the undergraduate international students who do not speak English as a language of first preference reported problems in four of the eleven sub-scales (financial aid, academic advising and records, English language, and admissions and selection, ranked from highest to lowest). In the junior colleges 50 percent or more of the international students who speak English as a language of first preference reported problems in only one of the eleven sub-scales (financial aid). Fifty percent or more of the international students enrolled in junior colleges who do not speak English as a language of first preference reported problems in two of the eleven sub-scales (financial aid and English language, ranked from highest to lowest).

Table 10 contains the total percentages of undergraduate international students reporting a problem in the eleven sub-scales at Florida State University and Florida public junior colleges: English first preference v. English not first preference. This table reveals that Florida State University a larger percentage of undergraduate international students who do not speak English as a language of first preference reported a problem in each of the eleven sub-scales than undergraduate international students who do speak English as a language of first preference. In each of the eleven sub-scales the difference in total percentages of undergraduate international students who speak English as a language of first preference or do not reporting a problem was considered significant.

Table 10--TOTAL PERCENTAGES OF UNDERGRADUATE INTERNATIONAL STUDENTS REPORTING A PROBLEM IN THE ELEVEN SUB-SCALES AT FLORIDA STATE UNIVERSITY AND FLORIDA PUBLIC JUNIOR COLLEGES: ENGLISH FIRST PREFERENCE v. ENGLISH NOT FIRST PREFERENCE

Sub-Scale	Florida State University			Junior Colleges		
	English First Preference N=18	English Not First Preference, N=75	Percent Difference*	English First Preference N=44	English Not First Preference, N=278	Percent Difference*
1.	38.4	53.9	-15.5	42.8	46.3	-3.5
2.	24.5	46.6	-22.1	32.6	37.3	-4.7
3.	32.0	58.6	-26.6	37.0	43.6	-6.6
4.	20.0	45.5	-25.5	27.7	40.6	-12.9
5.	22.7	49.7	-27.0	33.3	38.2	-4.9
6.	20.9	44.0	-23.1	29.7	34.5	-4.8
7.	6.0	27.5	-21.5	18.3	27.0	-8.7
8.	12.1	57.6	-45.5	26.4	60.0	-33.6
9.	16.2	41.5	-25.3	31.8	40.6	-8.8
10.	33.4	60.2	-26.8	60.1	61.8	-1.7
11.	25.5	47.2	-21.7	49.3	47.7	+1.6

*English First Preference minus English Not First Preference

The largest percentage of undergraduate international students enrolled in Florida State University who speak English as a language of first preference reported a problem in the sub-scale admissions and selection, with financial aid, academic advising and records, placement services, orientation services, health services, living-dining, social-personal, student activities, English language, and religious services following respectively. In comparison, the largest percentage of undergraduate international students enrolled in Florida State University who do not speak English as a language of first preference reported a problem in a sub-scale financial aid, with academic advising and records, English language, admissions and selection, living-dining, placement services, orientation services, social-personal, health services, student activities, and religious services following respectively.

In the junior colleges, a larger percentage of international students who do not speak English as a language of first preference reported a problem in all but one of the eleven sub-scales. In two of the eleven sub-scales the difference in total percentages of international students who speak English as a language of first preference or do not reporting a problem was considered significant.

The largest percentage of international students enrolled in junior colleges who speak English as a language of first preference reported a problem in the sub-scale financial aid, with placement services, admissions and selection, academic advising and records, living-dining, orientation services, student activities, health services, social-personal,

English language, and religious services following respectively. In comparison, the largest percentage of international students enrolled in junior colleges who do not speak English as a language of first preference reported a problem in the sub-scale financial aid, with English language, placement services, admissions and selection, academic advising and records, social-personal, student activities, living-dining, orientation services, health services, and religious services following respectively.

Table 11 contains the total percentages of undergraduate international students reporting a problem in the eleven sub-scales at Florida State University and Florida public junior colleges: English first preference v. English first preference, English not first preference v. English not first preference. This table reveals that in each of the eleven sub-scales a larger percentage of international students who speak English as a language of first preference and are enrolled in junior colleges reported a problem than undergraduate international students who speak English as a language of first preference and are enrolled in Florida State University. In six of the eleven sub-scales the difference in total percentages of undergraduate international students who speak English as a language of first preference and are enrolled in Florida State University and junior colleges reporting a problem was considered significant.

A larger percentage of undergraduate international students who do not speak English as a language of first preference and are enrolled

Table 11--TOTAL PERCENTAGES OF UNDERGRADUATE INTERNATIONAL STUDENTS REPORTING A PROBLEM IN THE ELEVEN SUB-SCALES AT FLORIDA STATE UNIVERSITY AND FLORIDA PUBLIC JUNIOR COLLEGES: ENGLISH FIRST PREFERENCE v. ENGLISH FIRST PREFERENCE, ENGLISH NOT FIRST PREFERENCE v. ENGLISH NOT FIRST PREFERENCE

Sub-Scale	English First Preference, N=62			English Not First Preference, N=353		
	Florida State University	Junior Colleges	Percent Difference*	Florida State University	Junior Colleges	Percent Difference*
1.	38.4	42.8	-4.4	53.9	46.3	+7.6
2.	24.5	32.6	-8.1	46.6	37.3	+9.3
3.	32.0	37.0	-5.0	58.6	43.6	+15.0
4.	20.0	27.7	-7.7	45.5	40.6	+4.9
5.	22.7	33.3	-10.6	49.7	38.2	+11.5
6.	20.9	29.7	-8.8	44.0	34.5	+9.5
7.	6.0	18.3	-12.3	27.5	27.0	+ .5
8.	12.1	26.4	-14.3	57.6	60.0	-2.4
9.	16.2	31.8	-15.6	41.5	40.6	+ .9
10.	33.4	60.1	-26.7	60.2	61.8	-1.6
11.	25.5	49.3	-23.8	47.2	47.7	- .5

*Florida State University minus Junior Colleges

in Florida State University reported a problem in eight of the eleven sub-scales than international students who do not speak English as a language of first preference and are enrolled in junior colleges. In two of the eleven sub-scales the difference in total percentages of undergraduate international students who do not speak English as a language of first preference and are enrolled in Florida State University and junior colleges reporting a problem was considered significant.

On the basis of the research findings presented here, it can be concluded that: 1. in the junior colleges the problems perceived by international students who speak English as a language of first preference are not significantly different from the problems perceived by international students who do not speak English as a language of first preference except in the sub-scales English language and social-personal; 2. in the sub-scales living-dining, religious services, student activities, financial aid, English language, and placement services, the problems perceived by international students who speak English as a language of first preference and are enrolled in junior colleges are significantly different from the problems perceived by undergraduate international students who speak English as a language of first preference and are enrolled in Florida State University; and 3. except in the sub-scales academic advising and records and living-dining, the problems perceived by international students who do not speak English as a language of first preference and are enrolled in junior colleges are not significantly different from the problems perceived by undergraduate international

students who do not speak English as a language of first preference and are enrolled in Florida State University.

Research findings presented here confirm the findings of Porter at Michigan State University in 1962 in that international students who do not speak English as a language of first preference perceived more problems than international students who speak English as a language of first preference.

Comparison of Research Findings Between Florida Public Junior Colleges Located in a Rural Environment and an Urban Environment

Of the 25 public junior colleges participating in this study, 19 were classified as being located in a rural environment and 6 as being in an urban environment. Junior colleges were classified on the basis of the size of the population of the municipality in which the institutions are located according to the United States Department of Commerce/ Bureau of the Census.

Of the 323 international students enrolled in public junior colleges and participating in this study, 214 (66.2 percent) were enrolled in junior colleges located in a rural environment and 109 (33.7 percent) were enrolled in junior colleges located in an urban environment.

Table 12 contains the average percentage of undergraduate international students reporting problems in the eleven sub-scales: Florida public junior colleges located in a rural environment v. an urban environment. This table reveals, for example, that 50 percent or more of the international students enrolled in junior colleges located in a rural

Table 12--AVERAGE PERCENTAGE OF UNDERGRADUATE INTERNATIONAL STUDENTS REPORTING PROBLEMS IN THE ELEVEN SUB-SCALES: FLORIDA PUBLIC JUNIOR COLLEGES LOCATED IN A RURAL ENVIRONMENT v. AN URBAN ENVIRONMENT

Sub-Scale	Junior Colleges in Rural Environment, N=214				
	No Problem	Minor Problem	Moderate Problem	Major Problem	Total*
Admissions and Selection	56.3	24.0	12.2	7.4	43.6
Orientation Services	64.0	21.5	9.1	5.4	36.0
Academic Advising & Rec.	59.6	23.5	10.8	6.0	40.3
Social-Personal	62.5	19.2	9.8	8.3	37.3
Living-Dining	62.7	17.7	11.1	8.4	37.2
Health Services	67.8	18.8	8.0	5.4	32.2
Religious Services	74.8	14.4	6.2	4.6	25.2
English Language	44.9	27.8	16.3	10.9	55.0
Student Activities	61.8	21.5	11.0	5.5	38.0
Financial Aid	39.3	24.0	17.1	18.7	59.8
Placement Services	53.5	20.7	11.5	14.2	46.4

*The total of minor, moderate, and major problem percentages.

Table 12--Continued.

Sub-Scale	Junior Colleges in Urban Environment, N=109				
	No Problem	Minor Problem	Moderate Problem	Major Problem	Total*
Admissions and Selection	49.7	25.1	15.2	10.0	50.3
Orientation Services	62.0	22.7	9.2	5.8	37.7
Academic Advising & Rec.	53.0	26.3	12.5	8.1	46.9
Social-Personal	58.4	21.2	10.9	9.4	41.5
Living-Dining	61.6	17.3	11.1	10.0	38.4
Health Services	62.6	20.7	10.4	6.3	37.4
Religious Services	73.3	14.1	7.2	5.3	26.6
English Language	44.1	30.7	15.2	10.0	55.9
Student Activities	57.6	24.2	11.3	6.8	42.3
Financial Aid	36.5	21.8	18.1	23.5	63.4
Placement Services	49.1	20.1	14.4	16.4	50.9

*The total of minor, moderate, and major problem percentages.

environment reported problems in two of the eleven sub-scales (financial aid and English language, ranked from highest to lowest). Fifty percent or more of the international students enrolled in junior colleges located in an urban environment reported problems in four of the eleven sub-scales (financial aid, English language, placement services, and admissions and selection, ranked from highest to lowest).

Table 13 contains the total percentages of undergraduate international students reporting a problem in the eleven sub-scales: Florida public junior colleges located in a rural environment v. an urban environment. This table reveals that in each of the eleven sub-scales a larger percentage of international students enrolled in junior colleges located in an urban environment reported a problem than international students enrolled in junior colleges located in a rural environment. In none of the eleven sub-scales, however, was the difference in total percentages of international students enrolled in junior colleges located in a rural or an urban environment reporting a problem considered significant.

The largest percentage of international students enrolled in junior colleges located in a rural or an urban environment reported a problem in the sub-scale financial aid, with English language, placement services, admissions and selection, academic advising and records, student activities, social-personal, living-dining, orientation services, health services, and religious services following respectively.

On the basis of the research findings presented here, it can be concluded that the problems perceived by international students enrolled in public junior colleges located in a rural environment are not

Table 13--TOTAL PERCENTAGES OF UNDERGRADUATE INTERNATIONAL STUDENTS REPORTING A PROBLEM IN THE ELEVEN SUB-SCALES: FLORIDA PUBLIC JUNIOR COLLEGES LOCATED IN A RURAL ENVIRONMENT v. AN URBAN ENVIRONMENT

Sub-Scale	Junior Colleges in Rural Environment N=214	Junior Colleges in Urban Environment N=109	Percent Difference*
Admissions and Selection	43.6	50.2	-6.6
Orientation Services	36.0	37.7	-1.7
Academic Advising & Rec.	40.3	46.9	-6.6
Social-Personal	37.3	41.5	-4.2
Living-Dining	37.2	38.4	-1.2
Health Services	32.2	37.4	-5.2
Religious Services	25.2	26.6	-1.4
English Language	55.0	55.9	- .9
Student Activities	38.0	42.3	-4.3
Financial Aid	59.8	63.4	-3.6
Placement Services	46.4	50.9	-4.5

*Rural Environment minus Urban Environment

significantly different from the problems perceived by international students enrolled in public junior colleges located in an urban environment.

Comparison of Research Findings Between Florida Public Junior Colleges with an International Student Enrollment of Fewer than 50 and 50 or More

Of the 25 public junior colleges participating in this study, 23 had an international student enrollment of fewer than 50 and 2 had an international student enrollment of 50 or more.

Of the 323 international students participating in this study and enrolled in public junior colleges, 250 (77.3 percent) were enrolled in those public junior colleges with an international student enrollment of fewer than 50 and 72 (22.2 percent) were enrolled in those public junior colleges with an international student enrollment of 50 or more.

Table 14 contains the average percentage of undergraduate international students reporting problems in the eleven sub-scales: Florida public junior colleges with an international student enrollment of fewer than 50 v. 50 or more. This table reveals, for example, that 50 percent or more of the international students enrolled in junior colleges with an international student enrollment of fewer than 50 or 50 or more reported problems in two of the eleven sub-scales (financial aid and English language, ranked from highest to lowest). A larger percentage of international students enrolled in junior colleges with an international student enrollment of fewer than 50 reported financial aid to be a problem than international

Table 14--AVERAGE PERCENTAGE OF UNDERGRADUATE INTERNATIONAL STUDENTS REPORTING PROBLEMS IN THE ELEVEN SUB-SCALES: FLORIDA PUBLIC JUNIOR COLLEGES WITH AN INTERNATIONAL STUDENT ENROLLMENT OF FEWER THAN 50 v. 50 OR MORE

Sub-Scale	Junior Colleges with Fewer than 50, N=250				
	No Problem	Minor Problem	Moderate Problem	Major Problem	Total*
Admissions and Selection	53.6	25.4	13.1	7.8	46.3
Orientation Services	63.2	21.9	9.4	5.4	36.7
Academic Advising & Rec.	56.2	24.7	12.6	6.5	43.8
Social-Personal	61.2	19.8	10.3	8.5	38.6
Living-Dining	62.7	17.6	11.2	8.3	37.1
Health Services	65.4	20.3	8.9	5.4	34.6
Religious Services	73.8	14.7	6.6	4.9	26.7
English Language	44.9	29.4	15.3	10.4	55.1
Student Activities	61.1	22.8	10.7	5.3	38.8
Financial Aid	36.6	24.3	18.2	20.9	63.4
Placement Services	50.8	21.7	12.9	14.6	49.2

*The total of minor, moderate, and major problem percentages.

Table 14--Continued.

Sub-Scale	Junior Colleges with 50 or More, N=72				
	No Problem	Minor Problem	Moderate Problem	Major Problem	Total*
Admissions and Selection	56.3	20.5	13.6	9.6	43.7
Orientation Services	63.4	22.0	8.3	6.3	36.6
Academic Advising & Rec.	61.0	23.1	8.7	7.3	39.1
Social-Personal	60.6	20.3	9.8	9.2	39.3
Living-Dining	61.3	17.2	10.5	11.0	38.7
Health Services	68.1	16.6	8.7	6.6	31.9
Religious Services	75.7	13.3	6.3	4.8	24.4
English Language	43.4	27.1	18.0	11.5	56.6
Student Activities	58.0	21.3	12.2	8.5	42.0
Financial Aid	44.7	19.5	14.5	21.4	55.4
Placement Services	56.5	16.3	10.9	16.3	43.5

*The total of minor, moderate, and major problem percentages.

students enrolled in junior colleges with 50 or more international students. In the sub-scale English language the reverse is true.

Table 15 contains the total percentages of undergraduate international students reporting a problem in the eleven sub-scales: Florida public junior colleges with an international student enrollment of fewer than 50 v. 50 or more. This table reveals that a larger percentage of international students enrolled in junior colleges with an international student enrollment of fewer than 50 reported a problem in seven of the eleven sub-scales while a larger percentage of international students enrolled in junior colleges with an international student enrollment of 50 or more reported a problem in four of the eleven sub-scales. In none of the eleven sub-scales, however, was the difference in total percentages of international students enrolled in junior colleges with an international student enrollment of fewer than 50 or 50 or more reporting a problem considered significant.

The largest percentage of international students enrolled in junior colleges with an international student enrollment of fewer than 50 reported a problem in the sub-scale financial aid, with English language, placement services, admissions and selection, academic advising and records, student activities, social-personal, living-dining, orientation services, health services, and religious services following respectively. The largest percentage of international students enrolled in junior colleges with an international student enrollment of 50 or more reported a problem in the sub-scale English language, with financial aid, admissions and selection, placement services, student activities, social-personal,

Table 15--TOTAL PERCENTAGES OF UNDERGRADUATE INTERNATIONAL STUDENTS REPORTING A PROBLEM IN THE ELEVEN SUB-SCALES: FLORIDA PUBLIC JUNIOR COLLEGES WITH AN INTERNATIONAL STUDENT ENROLLMENT OF FEWER THAN 50 v. 50 OR MORE

Sub-Scale	Junior Colleges with Fewer than 50 N=250	Junior Colleges with 50 or More N=72	Percent Difference*
Admissions and Selection	46.3	43.7	+3.4
Orientation Services	36.7	36.6	+ .1
Academic Advising & Rec.	43.8	39.1	+4.7
Social-Personal	38.6	39.3	- .7
Living-Dining	37.1	38.7	-1.6
Health Services	34.6	31.9	+2.7
Religious Services	26.7	24.4	+2.3
English Language	55.1	56.6	-1.5
Student Activities	38.8	42.0	-3.2
Financial Aid	63.4	55.4	+8.0
Placement Services	49.2	43.5	+5.7

*Fewer than 50 minus 50 or More

academic advising and records, living-dining, orientation services, health services, and religious services following respectively.

On the basis of the research findings presented here, it can be concluded that the problems perceived by international students enrolled in public junior colleges having 50 or more international students are not significantly different from the problems perceived by international students in those public junior colleges enrolling fewer than 50 international students.

PART III

SUMMARY OF FINDINGS

The research findings which can be gleaned from the available data are numerous. Some of the more important research findings can be used to answer the research questions presented earlier in this study. These findings are that:

1. International students enrolled in Florida public junior colleges perceived the most problems in the sub-scale financial aid, with English language, placement services, admissions and selection, academic advising and records, student activities, social-personal, living-dining, orientation services, health services, and religious services following respectively;
2. The problems perceived by international students enrolled in Florida public junior colleges are not significantly* different from the problems perceived by undergraduate international students enrolled in Florida State University;
3. In Florida public junior colleges the problems perceived by male international students are not significantly different from the problems perceived by female international students;

---

*Remember that significant is defined as a ten percent difference between two compared groups.

4. Except in the sub-scale academic advising and records, the problems perceived by male international students enrolled in Florida public junior colleges are not significantly different from the problems perceived by male undergraduate international students enrolled in Florida State University;
5. Except in the sub-scales English language, religious services, and admissions and selection, the problems perceived by female international students enrolled in Florida public junior colleges are not significantly different from the problems perceived by female undergraduate international students enrolled in Florida State University;
6. In Florida public junior colleges the problems perceived by international students on campus less than 12 months are not significantly different from the problems perceived by international students on campus 12 months or longer;
7. Except in the sub-scale financial aid, the problems perceived by international students enrolled in Florida public junior colleges and on campus less than 12 months are not significantly different from the problems perceived by undergraduate international students enrolled in Florida State University and on campus less than 12 months;

8. Except in the sub-scale academic advising and records, the problems perceived by international students enrolled in Florida public junior colleges and on campus 12 months or longer are not significantly different from the problems perceived by undergraduate international students enrolled in Florida State University and on campus 12 months or longer;
9. In Florida public junior colleges the problems perceived by international students who speak English as a language of first preference are not significantly different from the problems perceived by international students who do not speak English as a language of first preference except in the sub-scales English language and social-personal;
10. In the sub-scales living-dining, religious services, student activities, financial aid, English language, and placement services, the problems perceived by international students who speak English as a language of first preference and are enrolled in Florida public junior colleges are significantly different from the problems perceived by undergraduate international students who speak English as a language of first preference and are enrolled in Florida State University;
11. Except in the sub-scales academic advising and records and living-dining, the problems perceived by international students who do not speak English as a language of first

preference and are enrolled in Florida public junior colleges are not significantly different from the problems perceived by undergraduate international students who do not speak English as a language of first preference and are enrolled in Florida State University;

12. The problems perceived by international students enrolled in Florida public junior colleges located in a rural environment are not significantly different from the problems perceived by international students enrolled in Florida public junior colleges located in an urban environment; and
13. The problems perceived by international students enrolled in Florida public junior colleges having 50 or more international students are not significantly different from the problems perceived by international students in those Florida public junior colleges enrolling fewer than 50 international students.

PART IV

RECOMMENDATIONS

This investigation has demonstrated that international students enrolled in Florida public junior colleges do in fact perceive problems, a large percentage of which are related to finance, English language, placement services, and admissions and selection. It is therefore recommended that the international student advisor in each of the public junior colleges do the following:

1. Initiate action to the effect that international students would not be permitted to enroll in their junior college without demonstrating a satisfactory mastery of the English language or act as a catalyst in the formation of remedial English programs for international students who encounter difficulties with the English language;
2. Explore all ways possible to help reduce many of the financial hardships presently confronting international students. Possible solutions to this problem might lie in the formation of special loan funds, the granting of fee waivers, or the imposition of more stringent requirements on the amount of money needed per year to attend a junior college;

3. Assist international students who desire to extend their stay in the United States for the purpose of obtaining professional work experience related to their academic studies or furthering their education; and
4. Assist prospective international students in securing admission to their institution.

It is further recommended that the international student advisor in each of the public junior colleges serve as a coordinator of student personnel services as they pertain to international students. A well-trained and genuinely concerned international student advisor could identify those areas of greatest concern to international students and concentrate the institution's efforts in those areas. The international student advisor should consider and attempt to alleviate, by whatever means necessary, any problems or concerns, regardless how small, the number of people they affect, or the nature of the problem, of international students.

It is impossible to enumerate all the recommendations that are prompted by the research findings presented in this study; however, it is recommended that international students receive special attention and consideration from all areas of the college community from the moment they make application to the junior college until the day they receive their coveted diploma.

PART V

IMPLICATIONS FOR FURTHER RESEARCH

Inasmuch as this is the first study designed to identify the problems perceived by international students enrolled in public junior colleges, it is recommended that this study be replicated in other states with public junior colleges.

In addition to comparing the problems perceived by international students enrolled in public junior colleges with undergraduate international students enrolled in a public university, it is further recommended that, for comparative purposes, future research identify the problems perceived by international students enrolled in private junior colleges. The addition of this comparison may add an interesting dimension to this study as it now exists.

It is also recommended that a questionnaire be designed for the purpose of determining what international student advisors perceive to be the problems of international students. There is some evidence at the college or university level to indicate that many areas thought to be of concern to international students were not considered by them as being significant.

APPENDIX A. NUMBER OF PROBLEM INVENTORIES SENT TO AND RETURNED FROM FLORIDA PUBLIC JUNIOR COLLEGES

Junior College	Sent*	Returned	Percent
Florida Keys	0	0	0
Chipola	0	0	0
South Florida	2	2	100
Edison	3	2	67
Okaloosa-Walton	4	4	100
Central Florida	6	4	67
Lake City	7	7	100
St. Johns River	7	7	100
North Florida	7	7	100
Manatee	8	6	75
Daytona Beach	9	9	100
Gulf Coast	10	10	100
Valencia	10	8	80
Seminole	12	12	100
Lake Sumter	13	13	100
Brevard	13	10	77
Hillsborough	14	8	57
Tallahassee	15	13	87
Pensacola	18	15	83
Florida Junior College	22	13	60
Broward	27	27	100
Palm Beach	28	20	72
Polk	29	15	52
Indian River	31	10	32
St. Petersburg	35	28	80
Miami-Dade	126**	25	20
Santa Fe	201	48	24
TOTALS	657	323	49

*Determined by reported international student enrollment during the Fall term 1971.

**This number does not reflect the total international student population.

APPENDIX B. COUNTRIES REPRESENTED BY UNDERGRADUATE INTERNATIONAL STUDENTS ENROLLED IN FLORIDA STATE UNIVERSITY AND FLORIDA PUBLIC JUNIOR COLLEGES

Country	Florida State University Number of Students	Junior Colleges Number of Students
Afghanistan	-	3
American Samoa	-	1
Antigua	-	1
Aruba	-	1
Austria	-	1
Bahamas	1	7
Barbados	1	1
Bolivia	-	2
Brazil	1	2
Canada	7	12
Chile	1	2
Colombia	1	45
Costa Rica	-	3
Denmark	-	1
Dominican Republic	-	2
Ecuador	1	1
El Salvador	-	3
England	-	4
Etheopia	-	6
Finland	1	1
France	-	2
West Germany	-	3
Ghana	-	1
Grenada	-	1
Greece	2	2
Guatemala	-	3
Haiti	-	2
Holland	1	1
Honduras	-	3
Hong Kong	7	7
India	2	6
Indonesia	-	1
Iran	6	30
Iraq	-	1
Ireland	-	1
Israel	-	8
Jamaica	3	9
Japan	5	7
Jordan	-	10

APPENDIX B. Continued.

Country	Florida State University Number of Students	Junior Colleges Number of Students
Kenya	-	1
Kuwait	-	2
Lebanon	1	8
Libya	5	-
Martinique	-	1
Mexico	1	3
Morocco	-	1
Nicaragua	-	2
Nigeria	5	4
Norway	1	-
Pakistan	2	13
Panama	10	4
Papua New Guinea	1	1
Paraguay	1	-
Peru	1	6
Phillipines	-	2
Poland	-	1
Portugal	1	-
Scottland	-	1
Singapore	2	-
South Viet Nam	1	3
Spain	-	2
Sweeden	1	-
Syria	-	2
Tanzania	1	-
Thailand	7	8
Taiwan	3	3
Trinidad	2	2
Turkey	3	1
Uganda	1	1
Venezuela	3	19
Sub-Total	93	288
Undeclared	-	35
Total	93	323